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ABSTRACT

The Limited English Proficient (LEP) Parent Involvement Project, a collaborative project between two state agencies, aims to help refugee and immigrant parents to be effective in their new American culture. Materials are provided that were developed for use in various adult education settings such as English-as-a-Second-Language (ESL) classes, community-based organizations, and parent groups for the purposes of helping LEP parents and caretakers see themselves as active participants in their children's learning. The following goals guided the development of the materials: (1) build on what people already know from their experience as parents in their own countries; (2) help parents restore their visions of themselves as the first and primary teachers of their children; (3) create opportunities for parents to build bridges between experiences in their new and native countries; and (4) encourage parents to define and keep values and traditions that are meaningful parts of their cultures. This document includes the following four instructional modules: Building the New and Old Cultures; Schools Are Part of the Culture; Parents Are Teachers; and Discipline (who teaches children, problems and punishment, communication, praising and rewarding, and types of resources). The accompanying user's guide for the teacher or community worker includes an introduction to the modules, suggestions for getting started and lesson planning, and suggested activities. Contains 7 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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MINNESOTA DEPARTMENT OF EDUCATION

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LEP Parent Involvement Project
Overview

There is a move nationally to promote parent involvement in the educational process of their children. We support this concept for all parents and particularly as it pertains to Limited English Proficient (LEP) refugee and immigrant families who have come to the United States in the past 20 years. These people face the challenges of rearing Americanized children and relating to an education system that is very different from what they knew in their own countries.

The attached Parent Involvement Project Training Materials were developed to be used in various adult education settings such as ESL classes, community-based organizations and parent groups for the purposes of helping parents and caretakers with limited English see themselves as active participants in their children's learning.

In designing the materials we had the following goals in mind:

1. To build on what people already know from their experience as parents in their own countries.

2. To help parents restore their vision of themselves as first and primary teachers. (This vision is often lost in the immigration process).

3. To create opportunities for parents to explore similarities and differences in their new and native countries and to build bridges that will link the two experiences.

4. To encourage parents to define and keep values and traditions which are meaningful parts of their cultures.

It is important to teach newcomer parents about the American education system and to enable them to find their role in the process. Teachers, trainers and community leaders can use these materials with parents as a means to help them develop the skills and confidence to make those first steps toward becoming an integral part of their children's education.

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Limited English Proficient (LEP)

Parent Involvement Project

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Community and Adult Education Section
Limited English Proficiency Education Unit

Spring, 1990

Acknowledgements

The Limited English Proficient (LEP) Parent Involvement Project was funded by the Minnesota Department of Education (MDE) and the Refugee and Immigrant Assistance Division (RIAD) at the Minnesota Department of Human Services. It represents collaborative effort between Diane Pecoraro of the Community and Adult Education Section and Bounlieng Phommasouvanh of the Limited English Proficiency Education Unit.

Two consultants played a vital role in developing the materials. Judith Strohl, a former ABE/ESL teacher who is now teaching at Sanford Junior High School in Minneapolis, helped design and write the first three modules. Mary Jean Jecklin, an ABE/ESL teacher and free-lance writer, helped research and write the module on discipline. Both of these writers were extremely sensitive to the cultural issues involved in the subject of parenting and strove to respect the integrity of the refugee and immigrant populations who are the audience for these materials.

These people also deserve recognition for their input at different stages of the project: Karolyn Kingsbury, Parent Involvement Specialist, at MDE; Mayjoua Ly, Refugee Youth Specialist, at RIAD; Laura Bercovitz, at the Illinois Adult Learning Resource Center; the teachers at Lao Family Community, Minneapolis ABE, Minnesota Valley ABE, and Duluth ABE who helped us run field tests; and the many students who gave us their ideas and opinions on what worked and what didn't.

July, 1991

Dear Parent:

Your role as a parent is very important in the education of your children. In the United States, parents are usually actively involved in their children's education, and school authorities expect it. As a parent who is from a language-minority background, your job is more difficult because you have to raise your children in two cultures.

The LEP Parent Involvement Project is to assist you in being effective parents in your new culture. You were the first teacher of your children in your home country and continue to be the first teacher in this country. These materials provide opportunities for you to define and keep your good home values. They also create situations for you to explore new ways of working with your children.

The way you treat your children, and the way they treat you, now may be quite different from when you were in your home country. That means a big change for you and your children. It is a challenge, but don't get discouraged. You will become more comfortable and successful with your children if you don't give up.

These materials are meant to help you with your children. They will help you start discussing problems and concerns you have with your children. They can also help you find some solutions to these problems. You are the only one who can decide how best to teach your children. We hope these lessons become a useful resource in that process.

Sincerely,

Bounlieng P.

Bounlieng Phommasouvanh
LEP Education Unit

Diane Pecoraro

Diane Pecoraro
Adult and Community Education Section

MODULE 1

BRIDGING THE NEW AND OLD CULTURES

INTRODUCTION

HELPING CHILDREN SUCCEED AT SCHOOL

Newcomer parents often express concern about their children's education and uncertainty about their role in their learning process. These lessons are meant to speak to those concerns. They put forward the idea that families are powerful molders of their children's attitudes, motivation, self-discipline and self-esteem. These traits, in turn, significantly influence how successful children will be in school. Moreover, parents' ability to guide does not depend on their proficiency in English.

These materials aim to help parents recognize the strengths they bring to child-raising and to reassure them that the skills they have are valuable. The topics presented should provide a jumping off point for discussion, sharing and support among parents in the group.

There are three modules:

1. Culture: Bridging the Old and New Cultures
   Learn New Things but Keep the Old.

2. Schools Are Part of the Culture

3. Parents Are Teachers

Each lesson consists of a short reading to provide an entry point into the material, one or more exercises to complete and discuss, and a problem-posing story for the group to talk over and react to.

Activities can be completed in pairs, in cooperative groups or a large group, as suits the setting.

It is hoped that as families develop skills and gain confidence in parenting in a new culture, they will want to become more actively involved in their childrens' learning, both at home and at school.

OVERVIEW

Research on the role of parents in schools suggests the following:

- Parents are the first and most influential teachers
- Schools want and need help from parents
- Speaking fluent English is not a prerequisite for creating a positive learnin environment
- Student achievement is improved when parents:

    1. Promote self-esteem including pride in one's culture.
    2. Show that parents value school by visiting school, asking about school, displaying the child's papers from school, etc.
    3. Talk, read and explain things to children.
    4. Monitor the amount and type of TV watched.
    5. Establish regular times for homework, eating and sleeping.
    6. Set up a special place for studying.
    7. Limit the number of hours worked in after school jobs.

MODULE 1: BRIDGING THE OLD AND NEW CULTURES

What is Culture?

We are like fish. Culture is the water we swim in. It is all around us.
When we jump out of the lake into the air, we understand how much we need the water.
When we leave our culture, we understand how important it is to us.

Think about these questions:

- What and what time do you like to eat?
- What religion do you practice?
- If a party starts at 8:00, what time will you arrive?
- When should men and women get married?
- What is important to you?

People from different cultures will give different answers to these questions. Different groups and different cultures don't all have the same clothes and food. Their ideas are different too.

Activity: Culture Chart

A. Think about your culture and American culture. Write some things that are different on the chart below. Discuss your answers with your group.

CULTURE CHART

	MY CULTURE	AMERICAN CULTURE
FOOD		
SMOKING		
CLOTHES		
DRIVING		
HOW TO ACT AT WORK		
FAMILY		
PARENTS		
FRIENDS		
THE MOST IMPORTANT THING IN THE WORLD		

Activity: Culture Chart (cont.)

CULTURE CHART

	MY CULTURE	AMERICAN CULTURE
THE ELDERLY		
SCHOOL		
TEACHERS		
RELIGION		
MONEY		
MEDICAL TREATMENT		
MARRIAGE		
DATING		
CHILDREN		

B. Additional Discussion Questions:

1. Think of some things that are the same in your old and new cultures.

2. Which things from your culture do you want to keep in the U.S.?

3. Which things will be very difficult to keep in the U.S.?

Building Pride In Your Culture

Your children will be part of two or more cultures. They will have their family culture and the culture of the United States too. They are lucky, but they also have a hard job.

Sometimes it is not easy to be part of two cultures. Children lose parts of their first culture as they live in the new culture. Sometimes they will have to make difficult choices between their family's ideas and the ideas they see on TV, in movies, and at school.

Families and communities can do many things to keep their culture in the United States. They can teach children about their first culture so that the children do not forget it. They can help children feel good about both of their cultures.

Activity: Write And Discuss:

A. Why is it important to keep your first culture in the U.S.?

1.

2.

3.

B. What things do you do now to keep and remember your culture?

1.

2.

3.

Homework

Look at the activities below. Choose one to do with your family. Report about your activity to the group at your next meeting.

1. Begin a scrapbook of photos and drawings about your culture.

2. Play with your child. Play a game that you learned when you were young.

3. Tell a story to your child. Tell a story that your parents told you.

4. Teach your child a song or a dance that you learned when you were young.

5. Make something special together with your child. Make something that you learned to do from your family.

6. Give your child something from your culture to take to school. Let her/him explain it to the teacher. Example: a picture, a musical instrument, a food, special clothes, etc.

7. Your suggestion: _____

   _____

   _____

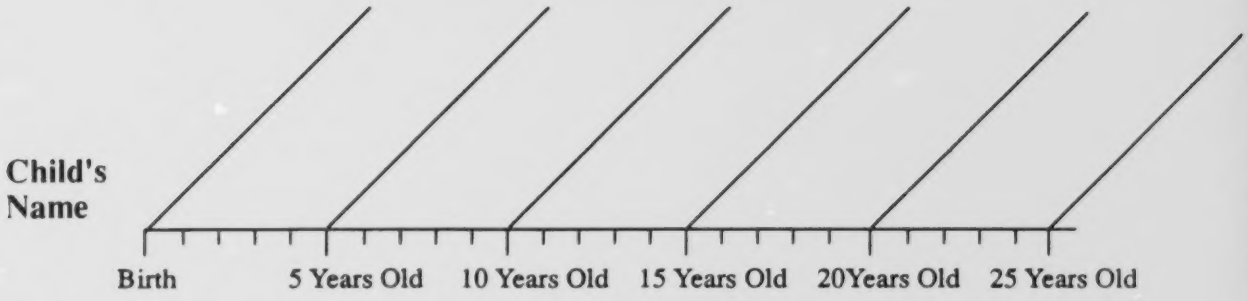
   _____

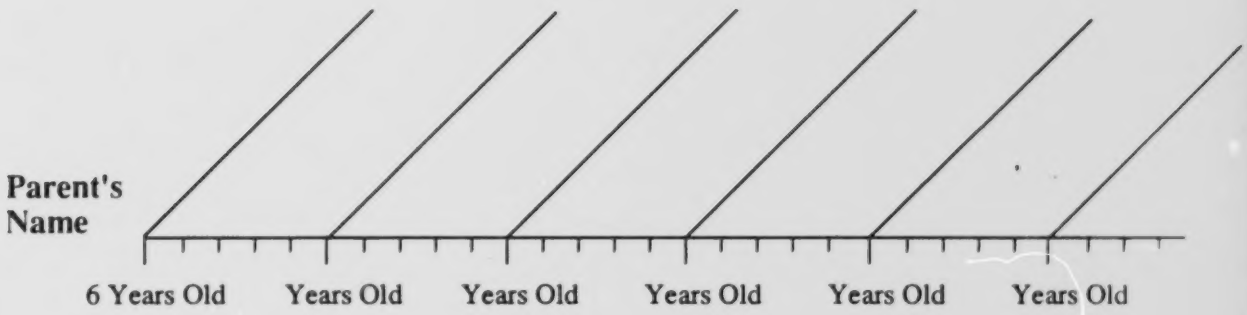
   _____

8. Cooperative Assignment (see next page)

Cooperative Assignment: Parents & Children

Important Times in Our Lives





Directions:

1. Work with your child.
2. Choose different ages.
3. Fill in important things that happened to each of you at that age.
4. Compare the things that are the same and different.
5. Discuss why things are different in the old and new cultures.

Example: Child 5 years old: started school
Parent 6 years old: started school

Reading Activity: Problem-Posing Story

Hai And His Children

Hai is 55 years old. He came from Vietnam with his wife and four children. He speaks little English.

The children speak English well and have American friends. The oldest children read Vietnamese, but they don't want to speak it. The youngest children understand some Vietnamese but not a lot. This makes Hai unhappy.

Hai is sad and angry about another thing too. The children dress in strange clothes. Their haircuts are also funny. He is embarrassed by his children.

Questions:

1. Why does Hai feel sad?

2. How can Hai explain his problem in English?

3. a. What questions can he ask his children?

   b. What do you think his children will answer?

4. What people in the Vietnamese community can he talk to about his problems?

5. What people at school can he talk to?

6. Do you have any advice for Hai?

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Minnesota Department of Education
Community and Adult Education Section
Limited English Proficiency Education Unit

Spring, 1990

MODULE 2

SCHOOLS ARE PART OF THE CULTURE

INTRODUCTION

HELPING CHILDREN SUCCEED AT SCHOOL

Newcomer parents often express concern about their children's education and uncertainty about their role in their learning process. These lessons are meant to speak to those concerns. They put forward the idea that families are powerful molders of their children's attitudes, motivation, self-discipline and self-esteem. These traits, in turn, significantly influence how successful children will be in school. Moreover, parents' ability to guide does not depend on their proficiency in English.

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There are three modules:

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Each lesson consists of a short reading to provide an entry point into the material, one or more exercises to complete and discuss, and a problem-posing story for the group to talk over and react to.

Activities can be completed in pairs, in cooperative groups or a large group, as suits the setting.

It is hoped that as families develop skills and gain confidence in parenting in a new culture, they will want to become more actively involved in their childrens' learning, both at home and at school.

OVERVIEW

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3. Talk, read and explain things to children.
4. Monitor the amount and type of TV watched.
5. Establish regular times for homework, eating and sleeping.
6. Set up a special place for studying.
7. Limit the number of hours worked in after school jobs.

MODULE 2: SCHOOLS ARE PART OF THE CULTURE

Schools are not the same everywhere. Schools are different in different countries and cultures. The teachers have different responsibilities. The students study differently and act differently.

Directions:

1. Think about schools in your culture.
2. Write true or false about the sentences below.
3. Discuss your answers with the group.

A. In my country:

_____ 1. All children go to school.

_____ 2. Children go to school until they are 16 years old.

_____ 3. Students are respectful to teachers.

_____ 4. Parents help children with homework.

_____ 5. Students memorize many facts.

_____ 6. There is a lot of homework.

_____ 7. The teachers are friendly with the students.

_____ 8. Everyone in my country learns to read and write.

_____ 9. Teachers may hit students if the students don't do the right thing.

_____ 10. Students go to school 5 days a week.

B. Copy the true sentences about schools in your country. Write a paragraph.

_____

_____

_____

_____

_____

Schools Are Part Of The Culture

Directions:

Compare schools in your country with American schools. Think of some things that are different. Write them in the chart below. Discuss your answers with others in your group.

SCHOOL CHART

	IN MY COUNTRY	IN THE UNITED STATES
WHO GOES TO SCHOOL		
WHAT IS THE SCHOOL'S JOB		
HOW MANY YEARS DO STUDENTS ATTEND?		
HOW DO TEACHERS TEACH? EXAMPLES: COPYING LECTURE, GROUP DISCUSSIONS, QUESTIONS		
HOW DO STUDENTS BEHAVE IN CLASS?		
WHAT SUBJECTS DO THEY TEACH?		

	IN MY COUNTRY	IN THE UNITED STATES
WHAT DO THEY USE TO HELP LEARN? (BOOKS, MOVIES, LIBRARIES, FIELD TRIPS, LABORATORIES, ETC.		
WHY DO PEOPLE GO TO SCHOOL?		
HOW DO STUDENTS BEHAVE TOWARD TEACHERS?		
HOW MUCH HOMEWORK IS THERE?		
ARE THERE AFTER-SCHOOL CLUBS AND SPORTS?		
HOW DO PARENTS HELP THEIR CHILDREN AT SCHOOL?		

Additional Discussion Questions:

A. Think of things that are the same for schools in your old and new countries.

B. Which differences between schools in your old and new countries are the most important?

Reading: Problem-Posing Story

Clubs And After-School Activities

Susanna has a problem. She has to work at night to support her family. She has three children. Her daughter, Maria, is 13. Her son, Roberto, is 14, and John, is five. Maria usually babysits for her little brother after school so her mother can go to work.

Now Maria wants to join the band at school. She likes music and plays the flute. The band practices after school two times a week. She says, "I will be a better player if I can practice after school. I can learn more. And if I want to go to college, I need to do after school activities too." Susanna says, "You have to take care of your little brother. Band is not important."

1. How can Susanna talk about (explain) her problem?

2. What questions can she ask Maria and Roberto?

3. What people in her family can she talk to about her problem?

4. What people in her community can she talk to about her problem?

5. What people at school can she talk to?

6. Do you have any ideas for Susanna and Maria?

Reading: Problem-Posing Story

My Son Doesn't Do His Homework

Pang is worried about his son. His son's name is Tong. Tong is 15. He goes to high school. He is a good boy, but he doesn't do his homework. The teacher called Pang to tell him about the problem. Pang didn't know that Tong had homework every night because he had never seen Tong do homework. What can Pang do?

1. How does Pang feel?

2. How can Pang explain his problem in English?

3. What questions can Pang ask his son?

4. What questions about homework can Pang ask the teacher?

5. What people in the school can Pang talk to?

6. What can Pang do at home to help his son at school?

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Community and Adult Education Section
Limited English Proficiency Education Unit

Spring, 1990

MODULE 3

PARENTS ARE TEACHERS

INTRODUCTION

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    5. Establish regular times for homework, eating and sleeping.
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MODULE 3: PARENTS ARE TEACHERS

You are your child's most important teacher. In a week, your child spends about 35 hours at school but more than 50 hours at home. Children learn valuable skills from you in the kitchen, in the yard, or at the supermarket. Every place is a learning place.

If they help in the kitchen, they follow directions to make something good to eat.

If they help fix a bicycle, they learn to choose the right tools and to use them safely.

If they help the family, they learn to be responsible.

Families Are Teachers

A. Think of some things you learned from your family when you were a child. Write them below:

EXAMPLE:	To plant a garden. To tell the truth.

1.

2.

3.

4.

5.

6.

Additional Discussion Question: How did your parents teach you these things?

B. Imagine that you were in your home country. What things would you teach your children?

EXAMPLE:	To fish. To respect the family.

1.

2.

3.

4.

5.

6.

Additional Discussion Question: How would you teach these things?

C. Think of some things you have already taught your children. Write them below:

EXAMPLE:	To tell the truth. To play a game.

1.

2.

3.

4.

5.

6.

Additional Discussion Question: How did you teach these things?

D. Think of some things you want to teach your children in the future. Write them below:

EXAMPLE:	To ride a bicycle. To write my language.

1.

2.

3.

4.

5.

6.

Additional Discussion Question: How will you teach these things?

Helping Children Be Successful

Directions:

Read and answer true or false. Then think about how you feel and talk about your answers with the other students in your class.

_____ 1. If you don't speak English well, you can't help your children succeed at school.

_____ 2. At school, teachers want to know the students' ideas and opinions.

_____ 3. Students learn everything they need to know only at school.

_____ 4. You can teach your child something important in 10-15 minutes.

_____ 5. Children should not talk about their culture at school.

_____ 6. Telling your child stories in your language can help your child learn to speak and read in English.

_____ 7. Watching a lot of TV and videos will help your child learn English.

_____ 8. Children will be more successful at school if they forget their first language and culture.

_____ 9. If children want to stay up late on school nights, you should say, "Okay."

_____ 10. If you play games with your children, go fishing, and plant a garden, they will be more successful at school.

_____ 11. It's a good idea to do homework at the same time everyday.

_____ 12. It's good for high school students to have a job after school.

_____ 13. If you have books or newspapers in your first language at home, it is good for your children.

_____ 14. If you take your children to the zoo, library and museum, they will be more successful in school.

_____ 15. Children need their own room so they can have a place to do homework.

Helping Children Be Successful

Answers	Explanations
1. False.	You can do many things to help your child although you don't speak English. Telling stories or reading in your first language is important. It's good to talk about the news together. You can go places like the zoo and the library with your children. They are all good learning activities.
2. True.	Students need to learn facts. They also need to tell their opinions and give reasons for them.
3. False.	Parents are the number one teachers. Students are only at school for about 30-35 hours a week. They learn from their families all the other hours.
4. True.	In five or ten minutes, your children can practice many useful things. A small child can repeat her name, address, birthday, and phone number. You can play a quick math game: count by 2's, 3's, 4's, etc. You can listen to spelling words for school. A small amount of time each day will add up to many hours.
5. False.	Teachers want to learn about their student's cultures. They want other students to learn about their cultures too.
6. True.	If you know stories in one language, it will be easier to learn them in a second language. Students will already know that most stories have a problem to solve and a hero who solves the problems. It will be easy to find these same ideas in an English language story.
7. False.	Some T.V. is fine, but more than two hours a day is not helpful. Parents should help chidren choose good programs. Sometimes you can watch programs together. After you can talk about the good and bad things you saw.
8. False.	Children learn better when they feel good about themselves, their families, and their cultures. They won't feel as shy about giving their ideas in class. They won't be afraid to try new things.

Answers (Cont.-from Page 3-4)

9. False. Children study better if they have plenty of sleep. It's a good idea to go to sleep about the same time each night.

10. True. It's good to play games together. Children learn to follow the rules. Games like checkers and cards teach them to think ahead so they can win.

11. True. Some parents like their children to do homework before they can watch T.V. or play.

12. True. But they shouldn't work many hours. If they work too much, it will be hard to do homework and get enough sleep.

13. True. If children see their families reading, they will want to read also. They will learn that books have important ideas and that they are fun.

14. True. If your children go to places around your city and state, they will see many things. They will study about some of these things at school too. Your children will already know about some of these things and they will learn more easily.

15. False. They don't need their own room but they need a special space to keep homework books and papers. They need a space where they can do homework each day.

How Parents Can Help

Directions:

Look at the list below. Put an 'X' next to things you do now. Put a star '*' next to things you would like to do in the future.

Pick one thing that you will try to do next week. Circle that thing. Tell your group what you plan to do.

Send Your Children To School Ready To Learn

_____ Make sure they have plenty of sleep.

_____ Make sure they eat a good breakfast.

_____ Make a quiet place to study and keep school papers.

_____ Create a location in the house for book bags, etc., to be placed the night before so everything is ready to go the next morning.

_____ Don't let them watch too much TV.

_____ Help young children choose what to wear the night before.

Support The School And Show That You Think It's Important

_____ Hang up your child's papers from school.

_____ Talk about school. Ask what good or bad things happened at school.

_____ Visit the library together with student on a regular basis.

_____ Go to programs and teacher conferences at school.

_____ Have child read aloud to you, even if you don't understand.

_____ Look over report cards. Call the school if you have questions. Usually there are translators to help.

_____ Take time to check that homework is finished. Children can keep a list of homework in a special little notebook for you to see.

Do Learning Activities At Home

_____ Spend time together. Some children like to talk when they are riding in a car. Washing dishes can be a time to talk, too.

_____ Talk about things they hear, see, touch, taste and smell.

_____ Ask questions about who, what, where, when, and why when you tell stories or watch TV.

Activities To Try At Home

If you would like to do more learning activities at home, here are some ideas to try:

Reading

Read books of course. But read other things too. For example, signs in the street, food packages, calendars, lunch menus from school, your name in the telephone book, letters from your country.

Telephone

Call the store to find out the price of something.

Call for bus information.

Call the homework line for your school, if they have one.

Places To Go

Visit different places in your neighborhood. Go to a fire station, an airport, a tree nursery, a hospital, a nature center, a TV station, a farm, a pet store, etc.

Writing

Write down telephone messages. Write shopping lists and lists of chores to do. Write notes to friends and people in the family. Hide a note in someone's pocket as a surprise.

Speaking

Start a story but stop at an exciting part. Let the children think about the end and finish the story. Sing a song together. Say a poem. Tell a story into the tape recorder. Listen to it together.

Limited English Proficient (LEP)
Parent Involvement Project

Module 4
Discipline

Minnesota Department of Education
Community Education & Learner Services
Limited English Proficiency Unit

Fall, 1991

Module 4
DISCIPLINE

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INTRODUCTION

PARENTING IN A NEW CULTURE
DISCIPLINE

Conscientious, caring parents teach their children how to fit into the community they live in. For newcomer parents, this is not as easy as it sounds. They want to preserve their "old" culture while living happily within their "new" American culture. But many newcomer parents discover what was "right" or correct parenting behavior in their country may be incorrect or even unacceptable behavior in America. What was unacceptable in their country may be acceptable here. They are faced with a dilemma. What parenting techniques can and should they keep from their home country? What techniques should they adopt in America? What techniques must they adapt? Specifically, how should they discipline and punish for "bad" or incorrect behavior and reward or praise for "good" or correct behavior? Techniques differ widely around the world. Many newcomer parents' concerns increase if they do not speak English. Now, on top of leaving behind their country and their culture, they often find themselves having problems communicating with their children who adapt quickly to American life and language. No wonder newcomer parents are confused and anxious!

These materials aim to help newcomer parents recognize that:

1. As parents, they are the most important influence in their children's lives. They are powerful molders of children's attitudes, motivation, self-discipline and self-esteem. These traits, in-turn, greatly influence how successful children will be in school and in life.

2. Even though they may not speak English well or understand American culture, as parents, their role is very important. Parents' ability to guide and teach does not depend on their proficiency in English.

3. Their own culture has value. It is important to keep elements of the old culture, try to understand the new culture, and find points where the two cultures can blend harmoniously together.

4. Communicating with children is important. Good communication can help prevent inappropriate behavior during childhood and adolescence.

5. It is not suggested that they abandon their "old" parenting styles. However, this unit presents the opportunity to explore new and different American styles of parenting.

   The exercises in this unit provide a starting place for discussion and sharing of parenting information among participants. Each lesson consists of a short reading to provide an entry point into the material, one or more exercises to complete and discuss, or a problem-posing story for the group to talk over and react to.

   Activities can be completed in pairs, in cooperative groups, or in a large group. If the group is large, parents may want to go into three smaller groups. It is recommended that parents who have children the same ages work together.

   1. Preschool: small children not in school (ages 0 - 4)
   2. Elementary: school age children (ages 5 - 11)
   3. Teens: adolescents (ages 12 - 19)

It is hoped that as parents talk about and evaluate their parenting skills they will also enhance their skills. The ultimate goal of this project is for parents and their children to live happily together in their new culture in America.

PART I

WHO TEACHES CHILDREN?

Children learn from many people and things.

ACTIVITY 1: THINK

Americans say the tree grows the same way the branch grows.

Think about these questions:

*What does this mean?

*Do you have a saying like this in your country? What is it?

*What does it mean?

ACTIVITY 2: SPEAK

Tell a story about how you learned to do something in your home country.

When you tell the story, answer these questions:

*What did you learn?

*Who taught you to do this?

*How did they teach you? (Did they tell you or show you?)

ACTIVITY 3: WRITE

Children learn from many people and things.

In the space below, write all the people children learn from:

1. mother
2. father
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

ACTIVITY 4: WRITE

Now, write all the things children learn from:

1. T.V.
2. Books
3. _____
4. _____
5. _____
6. _____

ACTIVITY 5: DISCUSS

In your country, your children probably did not learn from many of the people and things on the list, (Activity #2 and #4). How can some of the things and people on the lists be problems for you and your children in the United States?

PART II

PROBLEMS AND PUNISHMENT

Introduction: Sometimes your children do things you don't like and you punish them. Punishment tells a child that his or her action is wrong. Examples of punishment are hitting and shouting.

We will talk about some problems you have with your children and what to do about them.

ACTIVITY 1: Chart

Think about the problems you (and your children's teachers) have with your children. Look at the chart and check your choices.

I have problems with: my PRESCHOOL children (ages 1-5) about this:	A LOT OF PROBLEMS	SOME PROBLEMS	NO PROBLEMS
eating			
fighting with other children			
going to bed			
going to the toilet			
having good manners			
staying clean			
putting toys away			
sharing things with other children			
other things? (What are they?)			

I have problems with:
my ELEMENTARY school
children (age 6-11) about:

	A LOT OF PROBLEMS	SOME PROBLEMS	NO PROBLEMS
being lazy at home or at school			
cheating			
not helping at home			
not helping at school			
getting up on time			
going to bed			
going to school everyday			
going to school on time			
spending too much time with friends			
joining a gang			
learning our culture and language			
not listening at home			
not listening at school			
not following rules			
spending too much money			
staying away from drugs			
stealing			
taking care of appearance (hair, clothes)			
talking back at home or at school			
watching too much TV			
doing homework			
other things? (what are they?)			

I have problems with
my TEENAGE children
(ages 12-19 ABOUT):

	A LOT OF PROBLEMS	SOME PROBLEMS	NO PROBLEMS
being lazy at home			
not helping at home			
cheating			
dating			
doing homework			
driving the car too fast			
fighting with other teenagers			
following friends who get into trouble			
getting up on time			
going to bed			
going to school everyday			
going to school on time			
joining a gang			
learning our culture and language			
being late all the time			
not listening in class			
following rules			
having sex before marriage			
spending too much money			
staying out late at night			
stealing			

	A LOT OF PROBLEMS	SOME PROBLEMS	NO PROBLEMS
taking care of clothes, hair			
talking back			
not listening			
watching too much T.V.			
working after school			
not finishing high school			
getting married			
talking too much on the phone			
Other things? (What are they?)			

ACTIVITY 2: Write

New Teachers, New Problems

As children grow older, they learn from many new people and things. Some of these influences are very strong. Some of the things children learn are good (example: to be kind to other people) Some things they learn are not good (example: to smoke or drink.)

Who teaches children at this age, and what do they teach? Are these things good or bad?

Age 1-4
(example: Parents teach children to speak their language.)

_____

_____

_____

_____

Age 5-12
(example: Teachers teach children to read and write.)

_____

_____

_____

_____

Age 13-19
(example: Friends teach each other about making and keeping friends.)

_____

_____

_____

_____

ACTIVITY 3: Discuss

*When children get older, they learn from new people and things outside the home. What problems can this cause in the family?

Activity 4: Chart

What do parents in your culture do when they have problems with their children? Look at the chart below, and check your choices.

How I handle problems:	A LOT	SOMETIMES	NEVER
Talk quietly about the problem.			
Tell a story to teach right from wrong.			
Tell a story to make the child feel shame.			
Yell or talk loudly with anger.			
Call the child bad names.			
Threaten ("If you do this, I'll . . . ")			
Shame the child.			
Look at the child in an angry or sad way.			
Not talk to, or look at the child.			
Make the child be alone for a few minutes.			
The child must be with you but must sit in a chair or a special room and be quiet.			
Ground (stay home for a day or longer).			
Do nothing to solve the problem.			
Take away something the child likes for a short time (bike, TV, talking on the telephone, time with friends, allowance.			
Spank (hit gently on hand or backside)			

ACTIVITY 5: Write

Look at your checks on the chart #4. Copy the things parents do about problems in the space below.

In my culture, when a child does something bad, parents ...

_____

_____

_____

_____

_____

_____

ACTIVITY 6: Discuss

1. Hitting hard and injuring a child is not okay in the United States. Is spanking children okay?

2. What works best in your culture when you don't like what your child does?

3. Do you think shaming children is a good way to correct bad behavior? Why or why not?

4. What are two problems you have that you would like to know how American parents handle? What do you do about the problems now?

Activity 7: Read

Here are some things you and teachers can do together if your child has a problem.

*Watch your child's behavior (actions) and talk about the behavior with the teacher.

*Talk with the teacher about how to solve problems.

*Talk with other people at school (principal, counselors, social workers or the PTA.)

*Talk to other parents.

*Ask the teacher about the good things your child does. Then praise your child about those good things.

ACTIVITY 8: Discuss and Write

GIVING YOUR CHILD MORE FREEDOM.

1. As children grow older they want more freedom and independence. What are some times when you could give your children more freedom? (clothes, hairstyles, homework) and it won't make too much difference?

2. What are some choices young children can make?

3. Why would you and your children be happier in your home if your children have some freedom in less-important things?

ACTIVITY 9: Read

American parents have the same problems you have. They do many of the same things you do to manage problems with their children.

Some ways work better than others. One way that often works very well is to make children know what they have done so they realize the consequence of their action. In this way, children learn to be responsible for their own behavior or actions. The punishment is directly related to the child's behavior, and it teaches the child something that will last a long time. This is called a logical consequence.

For example:

*If a child is late for dinner, there is nothing to eat. (Action = Late for dinner: Consequence --> No dinner.

*If a child loses the scissors, she must earn or save money to replace it. (Action = loses scissors: Consequence --> Earns money to replace it)

*If a child fails a test, he cannot watch T.V. He must use the time to study. (Action = Fails test: Consequence --> No T.V.

Remember these things when you talk about logical consequences:

1. Think about what happened.
2. Choose a consequence that is related to the child's action.
3. Choose a consequence that is important to the child.
4. Choose a consequence you can do. (Don't say "I'll kill you" because you won't and can't do that).
5. Choose a time for the consequence that is close to the action.
6. Think about ways the child can fix the situation with the child. (Say: "Let's see. How can you fix this or make it better?")

ACTIVITY 10: Problem Solve in a Group

Practice

Look at the list of problems in Part 2, Activity 1, Pages 4-7. Look at the problems you checked. Write down those problems, and write logical consequences which relate to the problem.

Example: If my child talks back and raises his/her voice to me, I say "Let's stop talking now because nothing is coming out of this. Let's try again in 30 minutes."

ACTIVITY 11: True or False

Check True/False or Maybe, then discuss your answers with other students.

	TRUE	FALSE	MAYBE
1. It is important to punish strongly on <u>all</u> things.			
2. There are some things where I could punish less strongly.			
3. Hitting or spanking children is okay.			
4. The best way to punish children is by shaming them.			
5. There are many ways to punish children.			
6. All children need discipline.			
7. Children learn from stories.			
8. Parents should talk to children about the behavior they want.			
9. Listening to children is important.			

ACTIVITY 12: Stories

Huynh and Lam have a teenage daughter. The daughter's name is Quy. She is 13. She goes to junior high school. She must take a bus to school every day. Her parents work. She often misses her bus because she takes a long time to get dressed and comb her hair. When she misses the bus, she returns home. She calls her parents at work and asks them to drive her to school. They cannot come home and pick her up because they work. She stays at home and misses school. The school has notified the parents that Quy has many latenesses and absenteeism on her school record. What can the parents do?

1. Why does Quy miss the bus?

2. What happens when she misses the bus?

3. What is the parent's problem?

4. What questions can they ask their daughter?

5. How can the parents help Quy be on time?

My Son Doesn't Do His Homework

Pang is worried about his son. His son's name is Her. Her is 15 years old. He goes to high school. He is a good boy, but he doesn't do his homework. The teacher called Pang on the telephone to tell him about the problem. Pang didn't know that Her had homework every night because he has never seen Her do homework. What can Pang do?

1. How does Pang feel?

2. What is Pang's problem?

3. What questions can Pang ask his son?

4. What questions about homework can Pang ask the teacher?

5. What people in the school can Pang talk to?

6. What can Pang do at home to help his son?

My Son Is In Trouble

My name is Oukham. I am from Laos. My son's name is Foun. He is 14 years old. He goes to junior high school. He is in the 8th grade. This morning, the principal of the junior high school called me. He said that my son was in trouble. Foun and three other boys beat up a boy outside of school. The boy had a broken arm and many cuts on his face. The police came. I must go to school and speak to the principal. I am scared and confused. I am angry at my son too.

1. How does Oukhom feel?

2. What is Oukhom's problem?

3. What questions can Oukhom ask his son?

4. What questions can Oukhom ask the principal?

5. What Lao people can Oukhom talk to about his problem?

6. What people in the school can Oukhom talk to?

7. What can Oukhom do at home to help his son?

PART III

COMMUNICATION: TALKING AND LISTENING

Talking With and Listening To Your Child

American people believe that children should express their ideas and opinions. Each family must decide what things a child can and cannot do.

American parents do many of the same things you do. But some things are different. For example, American parents think it is not a good idea to hit their children hard. They prefer to talk about the problem with the child and listen to the child. Children can give their side of the story to the parents, too. Americans want to teach their children to be responsible through reasoning and talking.

In many other cultures, respect for age and authority are more important than reasoning or talking out a problem together. Everyone understands the same rules for behavior. But in America, parents may have different rules from one family to another, so it can be confusing for parents to know what way is best.

ACTIVITY 1: Discuss

1. "Children should be seen and not heard" is an old saying. What does it mean? What do you think of the idea?

2. Why is listening to children important?

3. How can you learn to talk more with your children?

4. Who can help you?

ACTIVITY 2: Read

Ideas For How To Listen To Children

*Let children express their opinions and ideas.

*Listen and don't say anything until they finish.

*Ask them what response they want. (examples: opinion, sympathy)

*Don't criticize everything they say.

*Encourage them to give more ideas and solutions to a problem.

*Practice reflective listening. (example: I hear you saying that you are angry.)

*Let them win an argument sometimes.

*Let them be right.

ACTIVITY 3: Stories

Story 1 is for parents with children ages 3-12.

Maria is 6. She doesn't like to go to school. Every night she worries. Every morning she cries. Sometimes she says she won't go to school. Her parents worry.

Questions:

1. How do Maria's parents feel?

2. How can Maria's parents explain their problems in English?

3. A. What questions can they ask their daughter?

   B. How do you think Maria will answer her parents?

   C. How can they listen well?

4. What people in their community can Maria's parents talk to?

5. What people at school can Maria's parents talk to?

6. Do you have any advice for Maria's parents?

Story 2 is for parents with children 13-17 years old.

Lee is 15. He isn't interested in school. Some days he goes to school late. Some days he skips school and he doesn't tell his parents. The teacher called the parents. Lees parents are sad, and embarrassed about their son. They don't know what to do.

Questions:

1. How do Lee's parents feel?

2. How can Lee's parents explain their problem in English?

3. A. What questions can they ask their son?

   B. How do you think Lee will answer his parents?

   C. How can the parents listen well?

4. What people in their community can Lee's parents talk to?

5. What people at school can Lee's parents talk to?

6. Do you have any advice for Lee's parents?

7. Many American children act the same as Lee. What do you think American parents do?

Story 3 is for parents who have teenage children ages 18-19.

Lin is 19. She is a senior in high school. She wants to go to vocational school or to college or the university. Her parents want her to get married to a young man from her own culture. Lin doesn't want to get married. Lin and her parents are angry and they fight a lot.

Questions:

1. How do Lin's parents feel?

2. How can Lin's parents explain their problems in English?

3. A. What questions can they ask their daughter?

   B. How do you think Lin will answer her parents?

   C. How can they listen well?

4. What people in their community can Lin's parents talk to?

5. What people at school can Lin's parents talk to?

6. Do you have any advice for Lin's parents?

7. Many American parents want their children to do something, but the children want to do something else. What do you think American parents do?

Story 4 is for parents with children 13-17 years old.

Maria and Her Teenage Friends

Maria is confused. Her daughter Lucy is 15. She is in high school. Lucy has many American friends. The American girls like to go to dances at school and to the movies on weekends. Maria thinks American teenagers are noisy, and they do not respect their parents. She does not want Lucy to go out at night with her friends. Maria's husband wants Lucy to stay home too. Lucy is unhappy with her parents. She wants to be like her American friends. She thinks her mother and father do not understand American life.

1. What is the problem? Why?

2. How does Maria feel? How does Lucy feel?

3. What people in the (Spanish) community can Maria talk to about her problem?

4. What can Maria and her husband do to solve the problem?

Part IV

PRAISING AND REWARDING FOR GOOD BEHAVIOR

Parents show their love and pride in their children in many different ways. It is important to praise and encourage children so they continue to do good things and so they know they are doing the right things.

ACTIVITY: 1 Think and Write

How do parents tell children they've done something good in your culture? Check your answer.

____Tell them they are good. (Praise).

____Tell them their work is good.

____Tell other people about it.

____Write a note (example: Very Good Work!)

____Don't say anything.

____Say "I love you"

____Look at the child in a nice way.

____Smile

____Kiss

____Hug

____Touch

____Give a gift (money, clothes, a special food).

____Go somewhere the child likes.

____Do or make something together.

____Other. What is it?

ACTIVITY 2: Write

Directions: Look at Activity 1. Write in the space below a paragraph about how parents praise or reward children.

A. In my culture, to praise or reward a child, parents usually....

_____

_____

_____

_____

B. In American culture, to praise or reward a child, parents usually...

_____

_____

_____

_____

ACTIVITY 3: Discuss

1. Look at the checks you made in Activity 1, Page 27. What works well when you correct and praise your children? Why?

2. How does praise help a child to feel good about himself or herself?

3. What are some times wher you would like to know how American parents praise their children?

ACTIVITY 4: Speak and Read

If you would like to try praising your children more, here are some English words you can say. Practice reading these words.

Excellent
Great
Perfect
Good
Nice work
Beautiful
How nice
How smart
Good job
Good for you
I like you
Beautiful work
Super
Wonderful
That's correct
I love you
That was nice of you
Good progress
Thank you for helping me
You're responsible
That's very helpful
Good idea (Good thinking)
Nice try

***It is a good idea to praise a specific action. (example: It was nice of you to help me cook dinner last night).

Talk about these questions:

1. What words will you try at home with your children?

2. When could you say these words to your children?

ACTIVITY 5: Read

Self esteem is how I feel about myself. I can feel proud or weak. If I feel good, my self-esteem is strong and I feel good about myself. Some days my self-esteem is weak, and I feel bad about myself. Self esteem can change from day to day. Good self-esteem is very important for children because it helps them develop good attitudes and feelings about themselves and other people.

Here are some ways you can help your children have self-esteem:

Believe in them.

Don't compare them with other children or brothers and sisters.

Recognize their good work and good action at school and at home.

Give them a job to do themselves.

Practice saying "thank you" to each other.

Ask for their opinions and ideas.

Have confidence in their decisions and ideas and trust them.

Forgive them if they do something wrong.

Listen to them carefully.

Encourage their independence.

Encourage learning something new.

Praise them.

Help them find things they do well so they feel successful.

ACTIVITY 6: Discuss

1. How do parents and teachers develop self-esteem in children in your culture? (Look at the list in Activity 5 for ideas).

2. What new ways will you try in the U.S.?

ACTIVITY 7: Reading

Story 1 is about children ages 3-12.

Tanya is 6. Everyday she goes happily to school. She is learning English and doing very well in school. She is also learning about her own culture. Her parents are proud.

Questions:

1. How do Tanya's parents feel?

2. What can they say to her?

3. Why should Tanya's parents meet the teacher?

Story 2 is about children ages 13-17

Meng is 16. He is a good student. His teachers like him. He has many friends and he is a leader. He helps other students in math. His parents are proud of him.

Questions:

1. How do Meng's parents feel?

2. What can they say to him?

3. Why should Meng's parents meet the teacher?

PART V RESOURCES

MORE IDEAS AND RESOURCES

It is important to talk to other people in the school and community about your children. Many people can help you with advice and different ideas.

ACTIVITY 1: Talk To Other People

Invite someone to talk about discipline in school or at home. These people can help you:

Adult Family and Friends:
_____Relatives. Who?_____

_____Other adults. Who?_____

Adults from your children's school:
_____classroom teachers
_____ESL/LEP teachers
_____club advisors
_____sports coaches
_____social workers
_____school psychologists
_____principals
_____counselors
_____others? Who are they?_____

Adult from the community:
_____religious leaders
_____community leaders
_____social workers
_____police
_____child protection workers
_____Mutual Assistance Association (MAA) workers
_____mental health workers
_____youth workers
_____support groups. Who?_____
_____others? Who are they?_____

ACTIVITY 2: Discuss

Look at the list in Activity 1 (P. 34)

1. Who among these people would you like to talk with? (Make a check next to each person)
2. What problems would you like to talk about?
3. What questions can you ask them?
4. Who could help you if you don't speak English well?

ACTIVITY 3: Write

Write a letter to invite someone from your child's school to come to visit your class to talk about discipline.

Date:

Dear _____,

_____

_____

_____

_____

_____

_____

_____

_____

Sincerely,

Review and Follow-up

1. What new ways of discipline will you try at home with your children?

2. What would you like to talk to your children about?

3. What did you learn about being a parent in the United States?

4. What can you teach American parents about discipline?

5. Tell the class about a change you made with your children.

6. What problems would you like to talk more about?

Limited English Proficient (LEP)
Parent Involvement Project

User's Guide

Go with the people.
Live with them.
Learn from them.
Love them.
Start with what they know.
Build with what they have.

But of the best leaders
When the job is done, the task accomplished,
The people will all say,
"We have done this ourselves."

Lao Tsu. China. 700 BC

Minnesota Department of Education
Community and Adult Education Section
Limited English Proficiency Education Unit

Fall, 1991

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Janet Dixon, an ABE/ESL teacher, helped design and write the User's Guide.

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INTRODUCTION

The Limited English Proficient Parent Involvement Project Modules were developed to be used in various adult education settings such as ESL classes, community-based organizations and parent groups for the purposes of helping parents and caretakers with limited English see themselves as active participants in their children's learning.

In designing the materials we had the following goals in mind:

1. To build on what people already know from their experience as parents in their own countries.

2. To help parents restore their own vision of themselves as first and primary teachers. (This vision is often lost in the immigration process.)

3. To create opportunities for parents to explore similarities and differences in their new and native countries and to build bridges that will link the two experiences.

4. To encourage parents to define and keep values and traditions which are meaningful parts of their culture.

This Limited English Proficient Parent Involvement Project User's Guide was designed to help you teach the LEP Parent Involvement Project Modules effectively. You may be a teacher, staff of a community-based organization or the facilitator of a parent group. Whether you are experienced in the classroom or just starting out, this guide will suggest ways to use the experiences and knowledge the participants bring with them to:

1. develop their problem solving skills.

2. empower them to become actively involved in their children's education.

3. to teach English within the context of parent involvement.

OVERVIEW OF THE MODULES

Module 1: Bridging The New and Old Culture

In this module participants look at similarities and differences between their culture and American culture. They define what parts of their culture are important to keep and teach their children and what parts will be difficult to keep within the new American culture.

Module 2: Schools Are Part of the Culture

Participants work on activities that build awareness of the similarities and differences in schools in their culture and American culture. Participants are asked to discuss which of the differences are most important to them.

Module 3: Parents As Teachers

In this module participants are looking at parents as teachers by talking about what they learned from their parents, what they would teach their children in their culture and what they have already taught their children. They talk about how they, as parents, can help their children be successful in school.

Module 4: Discipline

Participants begin this module by examining who their children learn from, what their children learn from (tv, radio), and what problems these may cause in their family. Problems that parents may have with their children and ways to work with those problems are discussed. Participants practice the art of communication: talking with and listening to their children. They also talk about praising and rewarding their children for good behavior. A section on resources ends the module.

FEATURES OF THE MODULES

The modules were written at a low reading level to make the materials available to as many Limited English Proficient (LEP) parents as possible. In addition, the modules have been translated into Cambodian, Lao, Hmong, Vietnamese and Spanish.

The modules were designed to bring parents' experiences into the lessons and build on their experiences and knowledge. This is done in a variety of ways, such as asking the participants to talk about their cultures, asking the participants to write down what they have taught their children and discussing ways they discipline their children.

The features that appear in the modules and how they are used are described below:

Charts are used to compare old and new cultures and to show how often a behavior or activity happens.

Stories are used to introduce problem solving strategies. They encourage participants to think about resources in the community that can help them solve their problems.

Think Questions and **Write and Discuss Questions** encourage participants to talk about their role as parents, values that are important to them and difficulties they have with the new culture.

Homework and Home Activities are opportunities to reinforce the parenting skills they have, to try new parenting skills at home and to observe American parents with their children in American culture.

True and False statements check participants' understanding of American culture and define school within their culture.

GETTING STARTED

As you are getting ready to teach a class using the Parent Involvement Project Training Materials, you will want to find out about the participants and their previous experiences with school. Community people who work with LEP parents have identified the following statements as barriers that may prevent LEP parents from being involved in their children's schools. As you work through the modules, be aware that these barriers may continue to block their involvement with the schools.

Language Barriers

The parents may not be able to read notices and school forms sent to their homes.

Bilingual staff or interpreters may not be available if the parents call or go to the school.

Depending on the parents' level of English, the "teacher talk" at a conference may be overwhelming.

The parents' limited English and the school's lack of knowledge of the parents' language may create barriers between the parents and school.

If the parents must bring their children to interpret for them this undermines the parents' authority with the children. The children may not translate accurately, especially if it is negative information.

Cultural Barriers

The parents may believe that the school alone is responsible for their children's education. Parents may not feel parent involvement activities are appropriate fro them. This may be because of culturally predetermined ideas of what school should be or because the parents did not see parent involvement modeled by their parents when they were children.

Parents may fear the unknown; an American school and how it works.

Parents may not realize the importance of their attendance at conferences and participation in their children's school.

There may be a different assumption in the parents' culture as to which parent, the father or mother, should represent the family at a conference.

The whole school environment may not be welcoming. There may be no recognition of the parents' culture, no cultural symbols in view. The parents may not receive a personal note or phone call about a conference.

Teachers may not be culturally sensitive or aware of the differences in cultures that could cause misunderstanding.

Parents that have no educational experience to draw on or had a bad experience at school may not be able to provide the structure and time needed to plan for their children.

Parents may not know what is expected of them. They may not know how to respond to a notice for a conference or may not know what to do and what questions to ask at a conference.

Survival Barriers

Everyday survival may take all their energy. They may have none left for school involvement.

Working parents may not be able to take time off to attend school conferences. If they don't work, they don't get paid. If parents are not working outside the home, they may not attend school conferences because day care for young children is not available or affordable.

Parents may not have transportation to get to the school.

The weather may prevent parents from attending conferences.

The parents may have children in several different schools, making it difficult to get to several conferences.

Assessment Interview

An assessment interview will provide you with information to help you anticipate issues before they come up in class. For example, if there are single participants with no children, they may not think the material is relevant to their lives. The assessment interview may remind them of the children they have contact with. If you know, from the assessment interview, that some participants have never been to school, then you can have them ask questions of others in the class when comparing schools in their country to American schools.

The following assessment interview will help participants to think about schools, questions they want answered and what they already know about American schools and culture.

1. Do you have children in preschool?
   elementary school?
   junior high school?
   senior high school?

2. If you don't have children in school,
   do you have brothers or sisters in school?
   do you have grandchildren in school?
   are you a legal guardian of a child?
   do you take care of or babysit for children in school?
   do you live in a house where there are children who go to school?

3. Is school here the same or different than school in your country?
   How is it the same? How is it different?

4. Did you visit your children's school in your country?
   Why? Why not?

5. Have you visited your children's school in this country?
   Why? Why not?

6. Is it easy to be a parent in this country?
   Why? Why not?

7. What do you want to know about American schools and American culture?

LESSON PLANNING

As teachers and facilitators of adults, we need to listen to what the participants say they want to know and need to know each day and help them to acquire that information. We can help the participants learn the skills and understand the culture necessary to be successful in a parent/school situation. We can help them take the new information and skills and apply it to what they already know and can do. We can set up situations to create successes and help them to transfer the successes to their daily lives.

In doing this we need to be sure we are not "doing for them," but that the participants are becoming independent learners and taking responsibility for what they learn. We need to ensure they have opportunities:

to learn how to learn.

to learn how to find the skills and information they need.

to learn how to work with others to solve problems.

Participants may need help in learning how to problem solve effectively. They need to learn to look for options, for different solutions to solve the problem. After discussing the situation and agreeing on what they are working toward, barriers or restraining factors need to be identified. These may prevent a successful resolution to the problem if they are not addressed. Next, ideas and solutions should be discussed and tried. Finally, talk about the situation and what happened. Evaluate how the problem was solved and how everyone feels about the solution.

If you are experienced in facilitating group discussions, you may want to use methods you already know to teach the materials. If you are just starting out, a more traditional method of lesson planning may be helpful for getting started.

Lesson planning is preparing what to teach in a class. It is organizing materials, activities and experiences to help participants reach a goal. The more relevant the materials, experiences and activities are to what the participants want to know, the more motivated they will be to use the new information and skills in the classroom and in their daily lives. The form and detail in a lesson plan may

vary between teachers, but there are common ideas in lessons to remember.

- o Lessons should build on the participants' experiences.
- o Lessons should move from known to unknown material. Review old material and use it to introduce new material.
- o Lessons should be sequenced. Plan a connection from yesterday's lesson and to tomorrow's lesson.

Lesson plans may include the following parts:

Goal or Objective
The goal or objective of the lesson is what the participants should know, understand, be able to do at the end of the lesson. The goal is based on the modules and on what the participants say they want to learn.

Warm-up
A warm-up or motivation exercise gets the participants thinking about what they know about the topic and what they want to know.

Review
Review is a check to see if material that has already been presented is remembered. Reviewing the material will help to remind the students of what they know and will help you know if the students understand and remember the material they did at previous meetings.

Introduction of New Material
New material is what the participants want to know. It is the answers to questions, the new skills and information. Since this is the unknown material, try to connect is with something that is known, to the participant's prior experiences and knowledge. Encourage participants to bring in their stories and experiences. Relate their experiences and knowledge to the topic.

Wrap-up/Summary
This connects all the parts of the lesson. It helps the participants connect goals of the lesson and the activities they have done in the class to their life. It shows them ways to transfer and apply new skills to their daily lives.

Evaluation
An evaluation tells you what the participants learned, what questions they still have, what needs to be worked on and what else they want to know.

You may find the activities in the modules take longer than you expect. You do not have to cover everything you planned for a lesson during that lesson. The activities may generate more discussion than you expected. As the participants become more comfortable with each other and with you they may ask more questions and the activities may take more time. The activities may lead the participants to other topics. Check to make sure the whole group is interested in the new topic. If they are, let them talk. As you encourage discussion in the class, remind the participants that they should respect others opinions and not judge each other. Remind them that what is said by others in the class should not be talked about outside the class. Remember, you have a plan to come back to when they finish the discussion. Build on their interests and their questions. If you don't finish everything on a lesson plan, then use it to plan tomorrow's lesson.

Other Materials and Resources

The materials for a parent involvement class are not limited to these four modules. You will want to use many different activities in the lessons and include pictures, films, posters, brochures, flyers and other materials and visual aids that are appropriate to the lessons. A field trip to tour a school or to watch an extracurricular activity may be included in a lesson.

Check to see what materials are available in your community to help explain the school and parent involvement. Find out if the materials have been or can be translated.

You may not have the answers to all the participants' questions. Use others in the schools and in the community as resources. The list of possible resource people at the end of Module Four may help you to find the answers.

Outside speakers may be asked to talk to the class about any of the modules. You may want to arrange for a speaker to come to class early, to address some of the barriers the students mentioned in their assessment interview. Ask the participants to pick a speaker and to invite the speaker by writing a letter or making a phone call. Build the time a speaker will be in class into the lesson plan. Prepare the participants for the speaker and the topic. Ask the participants to prepare questions to ask the speaker. After the speaker leaves, or the next day, debrief with the class. Ask them to review what they learned. Ask for their opinions and help the participants apply the information to their family situation.

ACTIVITIES

The following supplementary activities will expand the materials in the modules and give the participants more opportunities to practice the new information.

Cause and Effect
Cause and effect exercises will help participants see relationships between actions. Give a participant a piece of paper with an event written on it, for example, "My daughter overslept." Ask someone to give a reason: "Because she stayed up late watching tv." Ask someone to state a possible effect: "She missed the bus and missed her math test." Ask how they could change the event. Participants can work in pairs and write their own events. Events can be positive and negative.

Cloze Exercise
A cloze exercise is a strategy for checking reading comprehension. The procedure is to take a reading passage and delete every 5th or 6th word. The participants read the passage and fill in the missing words based on their understanding on the context of the passage. The participants don't have to fill in the exact words that are missing, but the words must make sense in the passage.

For beginning readers, you may want to use material that is familiar to them; a story from the LEP Parent Involvement Project Modules or a language experience story. For more advanced readers, unfamiliar material that relates to the topic you are discussing can be used: a letter from school or a passage from a community flyer.

Dialogue Journal
A dialogue journal is a conversation, on paper, between two people, the teacher and a class participant. The journal is private, just between the two writers. No corrections are made in the writing. The correct use of language is modeled in what you write back to the participant. Any questions may be asked. You may find out more about how participants feel about the class this way than by asking orally.

Start by explaining the process to the participants and by giving each of them a spiral notebook you have made the first entry in. Invite them to write back to you. A small, 5 x 7, notebook is a good size to start with. It takes less writing to fill a page than using a larger notebook.

Directions

Practicing giving and following directions may help participants when they visit their children's schools. Introduce key words and phrases, for example; left, right, turn, end of the hall, up, down. Have the class practice by giving directions as they tour the building the class is in. Ask where is the restroom, the front door, the water fountain? If possible, give directions to a room where someone will be waiting to ensure the participant arrived at the room. Have the participants give directions to each other to follow.

Group Norms

Tell the group they need to decide on the rules for working together in the class. Discuss with the group what is expected in the class: discussion, participation, respect for others opinions, rules about eating or drinking in class. Write down what they say. Ask the group to decide which of these will be the rules for working together in the class. They may need to vote on them if there are differences of opinion. Post the rules so everyone can see them.

Talk about the steps the class went through. Have the participants write them down. Ask them to use this model with their families. They may want to use it with their children to set rules about school and homework, extracurricular activities and helping around the house.

Information Gap

In an information gap exercise, participants practice, in pairs, asking questions to find information they don't have. Each participant has some information on the topic that the other does not have. They must figure out what information they need and ask for it. For example, if the topic is a note on a school conference the exercise might look like this:

Part A

Date: October 23
To: Mr. and Mrs. Rivera
From: Mrs. Miller

A parent-teacher conference has been scheduled for November 8 at __pm in Room __.

Please call the school at 483-9300 if you are not able to come at that time.

Part B

Date: October 23
To: Mr. and Mrs. Rivera
From: Mrs. Miller

A parent-teacher conference has been scheduled for _____ at 7 pm in Room 23.

Please call the school at _____ if you are not able to come at that time.

The participant with part A must ask the participant with part B:

"What time is the conference?"

"What room is the conference in?"

The participant with part B will ask:

"What is the date of the conference?"

"What number do I call if I can't come?"

Interviews

Using the assessment interview, ask the participants to work in pairs and interview each other. Report the answers to the group. Ask them to interview each other about a problem that has been discussed in class. Report on the discussion or have them write down a summary.

Journal

In journal writing the participants and the teacher write about their activities, their thoughts and their feelings. Assignments may vary from, "Write about anything you want to," to "What did you do with your children last weekend?" to "What did you learn in class today? What did you think about it?" The more specific assignments, especially at the beginning, may be easier for the participants to focus on.

If you ask participants to read parts of their journals or to let you read their journals, you should be prepared to share your journal with them. Ask them to bring a notebook to class just for journal writing. A small, 5 x 7, notebook is a good size to start with. It takes less writing to fill a page than using a larger notebook.

Language Experience Story

The language experience story connects the participants' oral language to the printed word. In language experience the participant tells the teacher a story, a personal experience or information. The teacher writes down exactly what the participant says. Since the participant is telling the story it should be interesting and relevant. The written words may be new, but the participant understands the meaning. The steps are:

1. Ask the participant questions about a topic or to tell you a story related to the lesson.

2. Write down what the participant says, in his or her own language.

3. Read the story outloud, pointing to the words. Ask if the story is correct. Make changes as needed.

4. Pick out words or phrases and ask the participant to repeat them.

5. Ask the participant to read the story.

6. Ask questions about the story.

If you have different level writers in the class, have them work in pairs (beginner and advanced) with the beginning writer telling the story to the advanced writer.

After discussing a story from the materials, participants may want to write their own stories using this technique. Language experience can also be used to write stories about their culture or their experiences with schools. It can become a group story by asking others to contribute their experiences.

After the language experience story has been created, use it for other activities:

1. Ask the participants which words they would like to learn. Write them on flash cards for practice.

2. Type the language experience story, and write questions about it for the participants to read and answer.

3. Cut the story up into sentences. Have the participants put the sentences in order.

4. Cut sentences into words. Have the participants reassemble the sentences.

5. Use the story as a cloze exercise.

Listening Log

A listening log is a way to encourage participants to actively use English outside the classroom and to document the use. Ask the participants to write down the date and time of each conversation they had with one of their children and what they talked about. Ask them to do it over a set period: a day, a weekend, a week. At the end of the time, ask them to look at their logs and group the conversations in categories. Ask them:

1. What were the conversations about?

2. How much time was spent in giving directions, asking for information, punishing, praising?

3. Discuss if the time spent in each category was appropriate? If not what could they do differently?

Phone Messages

Practicing giving and receiving phone messages may help if the school calls, or if they need to call the school. Discuss the important information of phone messages; who called, when they called, the phone number to call back, and, depending on the level, why they called.

1. Practice taking and giving messages. Read or have participants read several short sentences. For example: "This is Mrs. McNeely, Tou's teacher. Please have Mr. Xiong call me at 721-9338." The class must write down the important information and ask for spelling or to repeat.

2. Pair up participants. Have one read a short message while the other writes down the information, asking for clarification as needed.

3. Have them write their own messages and practice giving it.

Photos or Slides of the School

Using photos or slides of a school can expand the content of the class beyond the classroom. It gives the participants a chance to explore a new place in a safe way.

If possible, have a participant take pictures in a school. Ask them to include signs, posters, printed material and anything confusing they don't understand.

Show and discuss the photographs or slides. Review or teach any necessary language. If appropriate, introduce and practice the printed language. With beginning readers you may point out important words and have them copy the words. Show other pictures with the important words and ask the participants to tell you the words. For more advanced readers show the pictures and ask them what the signs say what they can tell you about the pictures. They can respond orally, or they can write about or describe the pictures.

Printed School and Community Materials

Understanding school and community materials will help the participants in their daily lives. Using materials that are useful and relevant will increase and keep their motivation. Ask the class to bring in materials they receive from school or community notices they often see. You may need to bring in examples to get them started.

Introduce the material, what it is about and it's purpose. For beginning readers, ask them which words they know. Practice important words as sight words (words learned, memorized as the whole word, rather than sounding it out phonetically) and have them copy the words. For more advanced readers, ask them to read the material and tell what they understood. Ask questions and let them scan the materials for the answers.

Pronunciation Practice

Use the LEP Parent Involvement Project Modules to work on pronunciation. For example, use the words of praise in Module Four, page 29, to practice pronunciation so they sound natural in tone.

Role Plays

Using role-plays in the class will help participants to apply problem solving skills at home.

1. Make the roles specific so the actors can identify with them.

2. Describe the situation so that the actors understand it, but don't give away any solutions.

3. Divide the group into small groups, and give each small group a role.

4. Give the small groups time to brainstorm strategies for achieving the goal of their role.

5. Role play with one person from each group playing the roles.

6. Repeat the role-play with different actors.

7. Between each role-play, talk about how they felt. Did they think of different ways to play the role during the role-play. How would they feel if this role-play happened to them in real life?

For successful role-plays make sure the roles have conflicting goals. The solution should not be obvious. Each role should have a problem that needs to be solved. The situation should be appropriate to the participants interests, needs and experiences.

Sentence Completion

Use sentence completion to work on writing notes to school. Discuss what kind of notes they might write to school. Talk about what they should include in the note. Give them the start of a note (Please excuse _____ today at ...) and ask them to finish it. Talk about the answers, have them write them on the board.

Small Groups in the Classroom

Using small groups in class gives more participants a chance to practice the new skills and use English. Small groups can be formed based on levels. Group the more advanced people together with something to work on together while you work with the beginners. Remember to give the advanced group time to work with the teacher also. Grouping by levels will give each group the opportunity to work on or practice with something that is appropriate to their English level.

There may be times when you will want to form groups so that the more advanced participants are helping the beginners. This may be for a writing exercise or if they can explain something easier in their language than you trying to explain it in English.

Stories

In telling stories, participants practice their speaking skills while recording a part of their culture. After talking about some of the similarities and differences between schools in their culture and American culture, ask them to tell stories about good or bad school experiences. One person may tell the story alone or several may want to tell it together, adding information the others left out. Tape the story. If possible, transcribe it or ask someone from class to transcribe it. Ask the class to check for accuracy. Compile the stories as a history of their culture, particularly as it relates to school.

Summarize

At the end of class or at the end of an activity, ask the participants to think about what they learned, or what they liked about class. Give them a couple of minutes to think and then ask them to tell you. Write what they say on the board. Don't judge or discuss. For more advanced writers, you can ask them to write their answers, perhaps in their journals, and report their answers orally.

Synonyms

Using a completed chart from the LEP Parent Involvement Project Modules, ask participants to think of other ways to say what they wrote on the chart. Have them work in pairs.

"To Do" Lists

"To Do" lists may help participants plan future activities and set goals. Start with a daily "To Do" list in class. In a very visible place, list what will happen each day. Check off activities as they are completed. Ask participants what they will do over the weekend with their children. Have them write the activities in a list format. The following week look at the lists and have them check off what they did. If they didn't do an activity ask when they will do it. Start a new "to do" list with it.

Verb Drills

Using the LEP Parent Involvement Project Modules, have participants change items to past or future tense. Ask them to change the tense in a story.

Word Banks

A word bank is a list of words used to build sight vocabulary. It can also be used to practice spelling and develop critical thinking skills. Select a topic based on the day's lesson. Start by asking what words they think of when you say a word, for example, "Teacher." tell them to think of, or write down, five words. Then, one at a time, ask them to tell you while you write them on the board. With this list you can:

1. Stop here and use it as a warm-up for the rest of the lesson.

2. Build critical thinking skills. Ask them to group the words that belong together and give the groups of words titles.

3. With more advanced participants, ask them to look for prefixes and suffixes. Or add prefixes and suffixes to words on the list. Talk about how these change the meaning of the words.

4. Use some of the words for spelling practice. Remind them of root words, look for spelling patterns.

5. Use the word bank exercise as a prereading exercise before they read a story from the LEP Parent Involvement Project Modules.

6. Use the word bank for a writing exercise. Ask them to use some of the words to make up their own story.

Some suggested ways for the activities to fit into the parts of a lesson plan are listed below.

Warm-up
Group Norms
Interviews
"To Do" Lists
Word Banks

Review
Cause & Effect
Cloze Exercise
Directions
Information Gap
Interviews
Language Experience
Phone Messages
Photos or Slides of the School
Printed School & Community Materials
Pronunciation Practice
Role Play
Sentence Completion
Stories
Synonyms
Verb Drills

Introduce New Material
Directions
Information Gap
Language Experience Story
Information Gap
Photos or Slides of the School
Printed School & Community Materials
Stories
Word Banks

Wrap-up/Summary
Cause & Effect
Dialogue Journal
Journal
Listening Log
Role Play
Summarize
"To Do" List

Evaluation
Dialogue Journal
Interview
Journal
Summarize

CONCLUSION

As you work with the LEP Parent Involvement Project Modules and the User's Guide, always keep in mind who is in the class. Find out what they know, what they want to know and build on their experiences. Use the materials to fit their interests and needs. Work with them to become more involved with their children's education. Look at this as joint learning. Listen to the participants and teach them. Work with the participants and learn from them. Have fun working together.

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